HW #55 Exponent Rules

Geometry

Due Date: Tuesday, January 7th, 2014

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TP: \_\_\_\_\_\_\_

**Failure to show work on all problems or use complete sentences will result in a LaSalle.**

Watch the following video and answer the following questions

<http://tinyurl.com/GEOMCP55> & <http://tinyurl.com/GEOMCP55A>

For all of the following rules do the following: 1) Describe the process and 2) Provide an example

1. PRODUCT RULE:
2. POWER RULE:

Complete the following problems:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1) | 2) | 3) | | 4) |
| 5) | 6) *Review:* If a rectangle measures 42 meters by 56 meters, what is the length, in meters, of the diagonal of the rectangle? | | 7) What is the slope-intercept form of -3x – y + 7 = 0? | |

*Remember that you can always use old notes, a dictionary, math textbook, and/or look up topics online!*

|  |
| --- |
| 1. *In the past, you have used FOIL or box method to simplify the expression below.* |
|  |
| *Now do the opposite! Take the simplified expression and turn it into its factors (binomials)! If you forget how, use this video:* [**http://tinyurl.com/GEOMCP55B**](http://tinyurl.com/GEOMCP55B) |
| 1. Factor the following quadratic: x2 – 15x + 56. |
| 1. Little tougher: Now factor 2x2 + x – 6. |
| 1. Little tougher still: Factor 3x2 + 15x – 42. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TP: \_\_\_\_\_\_\_

HW#56: Exponent Rules Day 2

Geometry

Due Date: Wednesday, January 8th, 2014

**Failure to show work on all problems or use complete sentences will result in a LaSalle.**

Watch the following videos and answer the following questions

<http://tinyurl.com/GEOMCP55> & <http://tinyurl.com/GEOMCP55A>

1. QUOTIENT RULE:
2. NEGATIVE EXPONENT RULE:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1) | | 2) | | 3) |
| 4) | 5) | | 6) *Review:* | |

You should approach each problem as an exploration. Problem-solving requires persistence as much as it requires ingenuity. When you get stuck, or solve a problem incorrectly, back up and start over. Keep in mind that you’re probably not the only one who is stuck, and that may even include your teacher. **If you have taken the time to think about a problem, you should bring to class a written record of your efforts, not just a blank space in your notebook**. The methods that you use to solve a problem, the corrections that you make in your approach, the means by which you test the validity of your solutions, and your ability to communicate ideas are just as important as getting the correct answer.

Solve all of the problems in your ***graph paper notebook neatly labeled!*** If you are stuck and cannot answer a question, write at least three complete sentences about the problem and what you do know. Use at least one of the sentence starters below:

1. Even though I am stuck, I do know…and I think I should…because…
2. I am stuck because I do not know what \_\_\_\_\_ means. I think it means…so I tried…
3. I got this answer but I think it is wrong because…

*Remember that you can always use old notes, a dictionary, math textbook, and/or look up topics online!*

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| --- |
| 1) Salt is important in several superstitions including the one that says you should sprinkle salt on your doorstep to keep out evil spirits. The United States sold 25.03 million tons of salt in 2008, a decrease of 8.07 million tons from 1996. How many tons of salt did the United States sell in 1996? |
| 2) |